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ABSTRACT

This document presents recommendations of the Milwaukee (Wisconsin) African American Male Task Force (MAAMTF), which reviewed from January through April of 1990 current educational efforts and recommended strategies by which schools could better address African American males' needs. The MAAMTF recommendations are to be implemented in two phases. Phase I focuses on district policy, staff development, and structural variation based on the notion that all students can learn at increasingly higher levels. The following are Phase I recommendations: (1) multicultural curricula; (2) flexible structuring for academic areas; (3) quality after-school, summer, and Saturday programs; (4) enhanced homework policies; (5) staff training and assistance for working with diverse populations; (6) increasing the number of African American teachers, especially males; (7) parent involvement; (8) inservice courses for all staff members on African American history and culture and racism in America; (9) designation of some schools as professional development centers; (10) gender socialization courses; and (11) African American male immersion academies. Phase II recommendations focus on long-range goals for system-wide revisions in terms of restructuring schools, developing strong self-concepts among African American boys, developing alternate discipline programs, revising curriculum, providing family support, involving the community, and allocating resources. Included are 9 graphs, 1 table, and 71 references. Appendices contain correlates of effective schooling, proposed time lines, a budgetary data table, seven other data tables, and outlines of student non-discrimination and affirmative action policies.

(JB)

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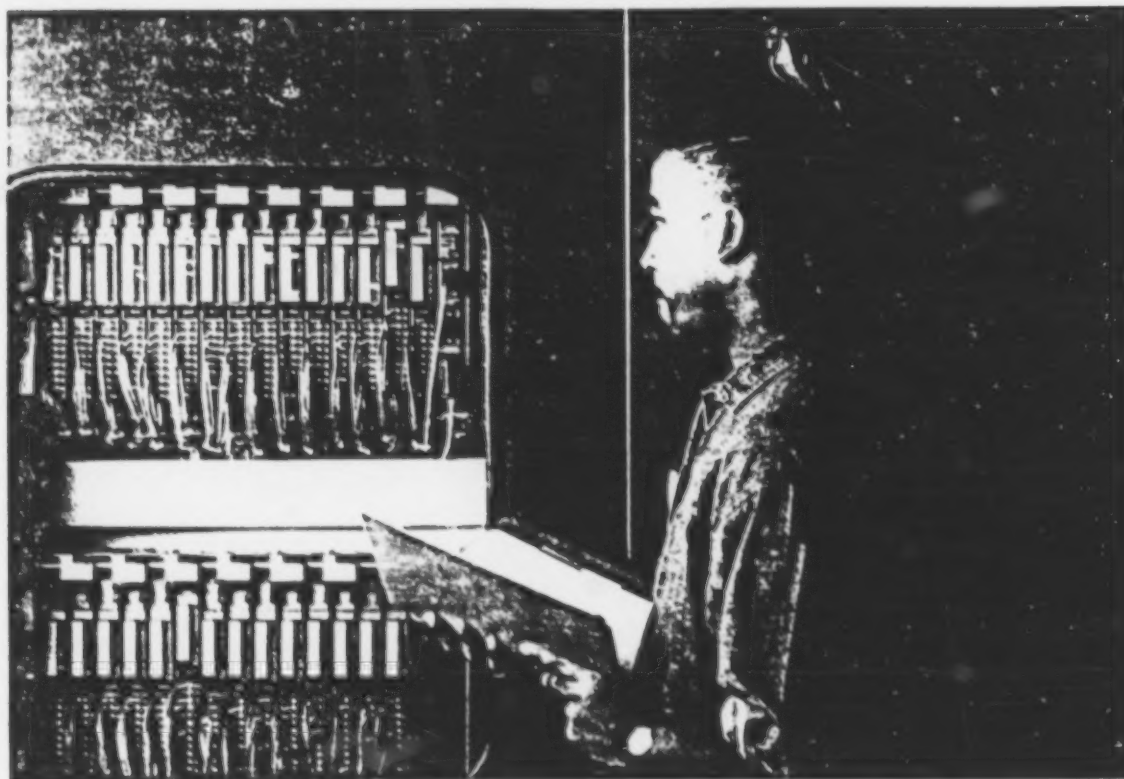
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EDUCATING AFRICAN AMERICAN MALES:

A DREAM DEFERRED

AFRICAN AMERICAN MALE TASK FORCE

MILWAUKEE PUBLIC SCHOOLS



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WHAT HAPPENS TO A DREAM DEFERRED?

DOES IT DRY UP

LIKE A RAISIN IN THE SUN?

OR FESTER LIKE A SORE -

AND THEN RUN?

DOES IT STINK LIKE ROTTEN MEAT

OR CRUST AND SUGAR OVER

LIKE A SYRUPY SWEET?

MAYBE IT JUST SAGS

LIKE A HEAVY LOAD.

OR DOES IT EXPLODE?

-LANGSTON HUGHES

**IF A SOUL IS LEFT IN DARKNESS, SINS WILL BE
COMMITTED. THE GUILTY ONE IS NOT HE WHO
COMMITS THE SIN, BUT HE WHO
CAUSES THE DARKNESS.**

MARTIN LUTHER KING, JR.

***quoting* VICTOR HUGO**

REPORT OF THE AFRICAN AMERICAN MALE TASK FORCE

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EXECUTIVE SUMMARY

- **Of approximately 5,716 African American males enrolled in Milwaukee high schools, less than 20% have cumulative grade point averages of 2.0 or higher**
- **Although African American males comprise only 27.6% of all students in the Milwaukee Public Schools, during 1989-90 they were 50% of the students suspended**

The above statistics represent only a small example of the disturbing current plight of African American males in Milwaukee and the nation. The African American Male Task Force was established by the Board of School Directors and the Superintendent in response to the deteriorating status of African American males in school, and subsequently in society. It was charged with reviewing current educational efforts and recommending strategies by which schools can work to reverse these trends.

After numerous meetings in which local and national statistics, research and programmatic information were studied, the Task Force determined there was an overriding need to enhance the academic and behavioral performance of African American males and that this need could best be met by a series of recommendations summarized below. These recommendations are organized into two phases: Phase I for immediate implementation and Phase II for longer range implementation.

PHASE I

District Policy Recommendations

The basis of these recommendations is that school policy must embody the notion that all students can learn at increasingly higher levels. They include the following:

- **It is essential that curricular policy be changed to include:**
 - a. **More information recognizing and appreciating African American culture along with the culture of other people; and**
 - b. **More flexible structuring of time allotted to reading and other academic areas;**
- **Students must be provided with access to more quality after school, summer and Saturday programs;**

- Homework policies which would enhance both student and parent accountability should be developed.

Staff Development Recommendations

These recommendations are aimed at increasing school staff's abilities to work with children of diverse backgrounds and include training and assistance in the following:

- Understanding that students learn differently and instructional modes must vary to accommodate these differences;
- Implementing strategies to increase the number of African American teachers, especially males;
- Encouraging more active involvement and collaboration between parents and school staff.

To facilitate the implementation of these activities:

- All school staff should be required to participate in inservice courses focusing on African American history and culture and racism in America and its negative impact on all Americans;
- A school with 90% or more African American school population should be identified as a center for professional development for teachers.

Structural Variations Recommendations

These recommendations are designed to introduce new initiatives to enhance the achievement of African American males and ultimately all children in the system. They include the following:

- The establishment of "Gender Socialization Courses" required of all students and designed to help students establish their gender identity in a "safe" environment;
- The establishment of African American male immersion academies at the elementary, middle and secondary levels which, **WHILE OPEN TO ALL STUDENTS REGARDLESS OF RACE, GENDER, NATIONAL ORIGIN, ETC.,** will emphasize educating African American males with an Afro-centered Immersion Specialty Program.

PHASE II

Phase II recommendations are designed to be implemented over the long range and concentrate on broad system-wide revisions. These recommendations include:

- **Restructuring schools;**
- **Developing strong self-images/self-concepts among African American male students;**
- **Developing alternative discipline programs;**
- **Revising curriculum in all disciplines to include the true story of African Americans;**
- **Enhancing family support for African American males;**
- **Increasing parents and caregivers' abilities to support their children's education;**
- **Increasing the involvement and support of both the African American and white communities in the education of African American males;**
- **Providing adequate resources to implement this proposal**
- **Establishing mechanisms to evaluate the implementation of the recommendations from Phase I and Phase II**

Radical problems require radical solutions. The Task Force has determined that the needs African American males are extenuating and bold new initiatives are required to ameliorate this situation immediately.

BOARD RESOLUTION

RESOLUTION BY DIRECTOR MALLORY TO APPOINT A TASK FORCE TO REVIEW ALL PROGRAMS DEALING WITH THE EDUCATION OF AFRICAN AMERICAN MALE YOUTH

PERTINENT FACTS:

At its meeting on February 22, 1989 (Proc., p.), the Board referred the following resolution, which was introduced by Director Mallory to the Instruction and Community Relations Committee:

WHEREAS, African American males' progress in schools appears to be equal to that of their peers during the preschool and primary years; and

WHEREAS, Subsequent to the primary years of schools, African American males' academic progress becomes more depressed than their peers; and

WHEREAS, This lag in academic progress presages a disproportionate increase in African American males being suspended, dropping out, and/or being referred for exceptional education or alternative school placement; and

WHEREAS, These school related problems form the basis for the disproportionate number of African American males who become incarcerated, unemployed, or underemployed in adult life; therefore, be it

RESOLVED, That the Superintendent appoint a Task Force to review all programs dealing with the education of African American male youth and report to his office and the Board of School Directors on steps that could be taken to improve these programs and on innovative efforts that could be initiated in the districts.

AFRICAN AMERICAN MALE YOUTH

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ACKNOWLEDGEMENTS

In January, 1990 the Milwaukee Public Schools assembled a committee to study district programs impacting upon the life chances of its African American male student population. The group known as the African American Male Task Force began with a predetermined research focus and clear commitment to accept the challenge; giving hope to dreams deferred and strength to lives adversely affected by societal ills. To the extent that it has been practical and available, credit has been given to the sources of data and research.

We wish to thank the Board of School Directors for recognizing and taking the initiative to address this issue in a forthright manner. We also take this opportunity to recognize and applaud the hard work and contributions of the many dedicated teachers, administrators and support staff of the MPS who spend long hours in an effort to help all children.

We would like to give special thanks to Dr. Robert Peterkin, Superintendent of the Milwaukee Public Schools, who had the foresight and the courage to accept the charge and provide the resources to address a difficult topic. Also, Mr. Ken Holt, Principal of Bell Middle School, deserves special recognition as Chairperson of the Task Force who performed nobly as facilitator, leader, critic, advisor, and editor. We would be remiss if we did not also thank Mr. Michael Matthews and Mr. Stan Pauli from Information Systems; Mrs. Camile Brown, Dr. Aquine Jackson, and Mr. Edward McMillian - MPS, all for providing technical assistance. Moreover, we wish to extend our deepest gratitude to Ms. Teresa Sommer, Ms. Mary Neal and Ms. Maralee Sikorski for their tenacious clerical assistance without which this paper would not have been completed. We wish to acknowledge the contributions of many others who have not been specifically mentioned.

The opinions expressed are those of the Task Force members and do not necessarily represent the positions or policies of anyone else affiliated with the Milwaukee Public Schools.

INTRODUCTION: A MORAL & CIVIC IMPERATIVE

Of all the issues facing the State of Wisconsin and the City of Milwaukee, none are more critical to our collective well-being than those related to education. In spite of the increased attention focused on urban areas, public schools continue to fail to educate a significant segment of the population. As the enrollment in the Milwaukee Public Schools becomes increasingly more racially, ethnically, and linguistically diverse, the need to examine critically the crucial issues related to educating African American students cannot be overstated. This need takes on an additional urgency when one considers that economic and social progress, particularly for people of color, has historically been related to one's access to a quality education. Since the Milwaukee Public Schools is currently responsible for educating more than 80% of the African American students in the State of Wisconsin, the economic and social well-being of African Americans in the entire state is inseparably linked to the quality and vigor of the Milwaukee elementary, middle, and secondary schools.

For Wisconsin's people of color in general, the educational system is at best, loosely knit; however, for African Americans in the Milwaukee Public Schools, the system has unraveled. Consider the following:

The Milwaukee Public Schools is third among cities in the nation in suspending more Black than White students from school.

Between 1978 and 1985, 94.4% of all students expelled from the MPS were African American.

During the 1986 - 1987 school year, Milwaukee's African American high school students had an average grade point average of 1.46 (Urban League, 1987).

When these data are disaggregated by sex, the statistics for African American males are even more disturbing. For example, of the approximately 5716 African American males enrolled in high schools:

- . Only 135 (2%) have a cumulative grade point average between 3.0 and 4.0;**
- . Slightly more than 1,000 (17%) have cumulative grade**

A MORAL & CIVIC IMPERATIVE

point average between 2.00 and 2.9;
During the 1989 -1990 school year 50% or 3,565 of the students suspended systemwide (7,113) were African American males, although African American males constitute only 27.6% of students in the system (MPS, Information Systems, April, 1990).

These data on African American males in the school system do not address another problem, namely a staggeringly high drop-out and low high school graduation rate which has some young men leaving school even at the elementary level.

The information summarized briefly here takes on added significance when one considers the situations faced by African American males once they have left school. African Americans, in general, have suffered disproportionately from major shifts in the nation's economic, political, and social agenda. If one considers gender roles as they have traditionally been organized, these shifts have been particularly destructive for African American males.

Economically, African American men have been subjected to sustained under - and unemployment. While this situation has been historically true in this country (Jones, 1985), in Milwaukee and other similar communities the shift from an industrial to a service economy means that Blacks are increasingly unable to support either themselves or their families. For example, in 1973 more than half (55%) of Black men earned sufficient income to help support a family of three above the poverty line. By 1984, less than one quarter (23%) could earn a sufficient income to help support a family (Urban League, 1987). Furthermore, it is clear that in order for one to be economically self-sufficient in the future, individuals will require a higher level of education than was true in the past.

Politically, although most legal forms of racism have been abolished, there has been an increase in many other forms of racism. The attacks on individuals in Bensonhurst and Howard Beach in New York, on civil rights offices and officials in various areas of the country and on many colleges campuses, including campuses in Wisconsin, along with the election of a former Klan official to the state legislature in Louisiana, and the recent Supreme Court challenges to Affirmative Action provide ample evidence that racism continues to be a major force in this society.

A MORAL & CIVIC IMPERATIVE

Socially, cut off from many of the legitimate means of participating in this society, and relegated to a lifetime of poverty and/or discrimination, African Americans in general have become victims of crime, drugs, and disease. African American men have been particularly hard hit. For these men between the ages of 15 and 44, the most frequent cause of death is homicide. Drugs have been allowed to flow freely in Black communities while health care has become increasingly inaccessible. The AIDS epidemic has hit the Black community especially hard. With all of these assaults, it is not surprising to find that Black men have one of the highest mortality rates of any group in the country. Furthermore, those who survive, are disproportionately more likely to be incarcerated. **ALTHOUGH BLACK MEN MAKE UP ONLY 6% OF THE GENERAL POPULATION, THEY ARE 46% OF THE PRISON POPULATION OF THIS COUNTRY (QEM, 1990). The forementioned information presented above shows only the tip of the iceberg of the myriad of problems African American men face at this time. These problems have implications for African American women and children for men under siege have great difficulty functioning adequately as fathers and husbands.**

The evidence cannot be ignored. It is imperative that action must be taken NOW! One arena where such action is clearly needed is in the public schools. African American men must be educated to meet both their own and the nation's needs in the 1990's and beyond. Several sources have indicated that in this decade, there will be a need for a highly trained workforce and that people of color will form a significant basis of the pool of that workforce.

THE ESTABLISHMENT OF THE TASK FORCE

In response to the serious problems encountered by African American males in the Milwaukee Public Schools as well as in the surrounding community, the Board of School Directors directed the Superintendent to:

appoint a task force to review all programs dealing with the education of African American male youth and report to his office and the Board of School Directors on steps that can be taken to improve these programs and on innovative efforts that could be initiated in the district.

The first meeting of the task force was held on January 14, 1990. At that meeting the Superintendent of the Milwaukee Public Schools provided background information regarding the committee's charge and indicated the seriousness of the situation. Joyce Mallory, Board member, and author of the Resolution, spoke of the urgent need for the MPS to address this issue and indicated the Task Force's work was to be seriously considered. In addition, the Task Force members were provided with both local and national data on African American males and their school related experiences.

THE TASK FORCE

ACTIVITIES OF THE TASK FORCE

During the period from January through April, the task force met numerous times. The group spent the earlier of these meetings reviewing research and statistical data concerning African American males in Milwaukee, the Milwaukee Public Schools, and nationally. In addition, the committee studied other school systems, such as Portland, Oregon and New Orleans, Louisiana, which had also addressed the situation facing African American males. After an initial review of the information, the Task Force divided into the following subcommittees:

- 1. Student Achievement, Self Esteem**
- 2. Community Involvement**
- 3. School Climate**
- 4. The Family**

Each subcommittee was charged with developing goals and recommendations for addressing the needs of African American males within the educational arena. These goals and recommendations were derived from the literature, from knowledge of the Milwaukee Public Schools, and the Milwaukee Community. Once the subcommittees had completed their work, the entire Task Force met several times to hear from the subcommittees and to develop and agree upon several recommendations. An additional subcommittee, the "Technical Writing Team" was then organized to synthesize the committees' work. The Task Force completed its deliberations in May, 1990 and presented its findings to the Board of School Directors in May, 1990.

FINDINGS OF THE TASK FORCE

The Task Force operated from a basic premise that suggests how one defines a problem dictates not only the solution but the perceived appropriateness of the solution. As a result, the Task Force examined a variety of information in an effort to view the status of African American males in the Milwaukee Public Schools in a multidimensional manner.

The findings will be presented in three sections. The first section will examine the school age population as it relates to the Milwaukee Public Schools (MPS). Section two focuses on the academic life of African American male students in MPS. The final section is a brief discussion of how the Task Force interpreted the findings.

School Age Population

The Task Force began the investigation of African American male MPS students with a demographic examination of the area. One of the critical issues that emerged in the findings involved the changing shape of the Wisconsin school age population. As reported in *Conditions of Education* (1984), from 1970 to 1982 the number of elementary and secondary students in the State of Wisconsin decreased 21%. This compares to a 13.6% decrease for the entire United States. During this same period of decreasing public school enrollment, the minority school population in Wisconsin increased by 3.3%. As indicated in Figure 1.0, minorities account for less than 6% of the total population in the state.

FIGURE 1.0

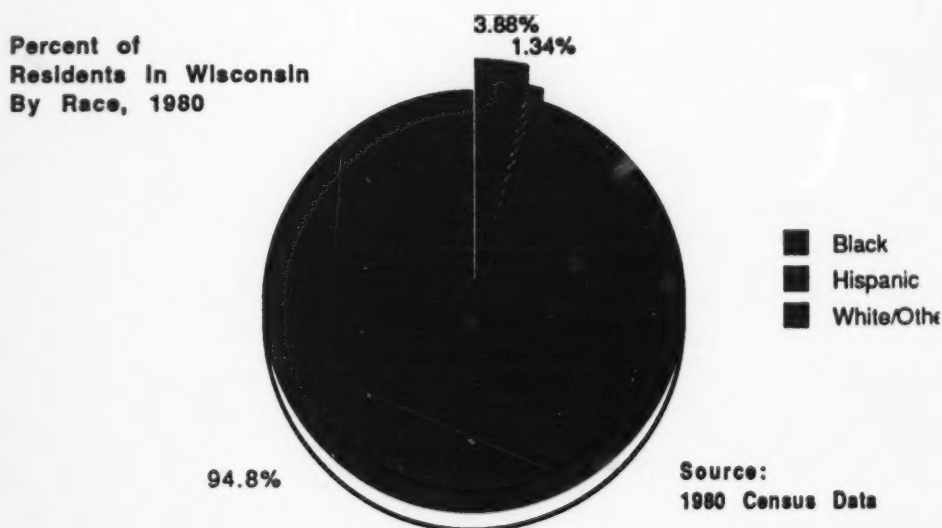
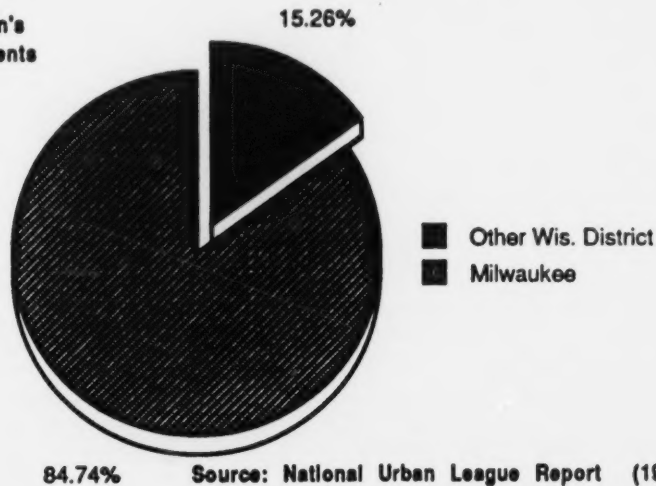


Figure 2.0 illustrates that the vast majority of Wisconsin's African American students are educated in the Milwaukee Public Schools.

FIGURE 2.0

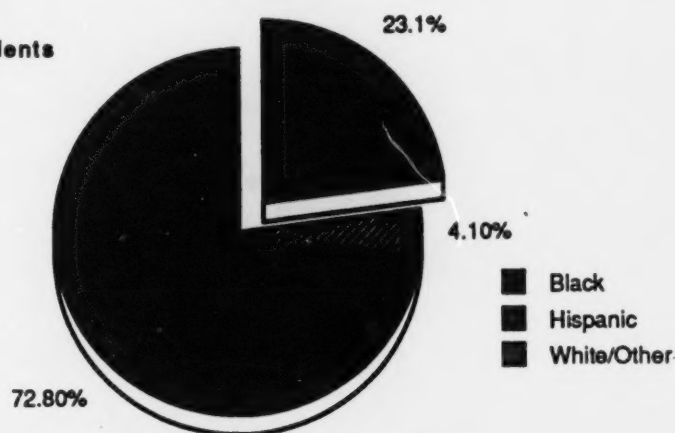
Percentage of Wisconsin's
African American Students
Educated in MPS



Milwaukee, like most other large urban areas, has experienced a decrease in the number of non-Hispanic whites living in the City (Milwaukee Urban League Report, 1988). As indicated in Figure 3.0, 27.2% of Milwaukee's residents are minority.

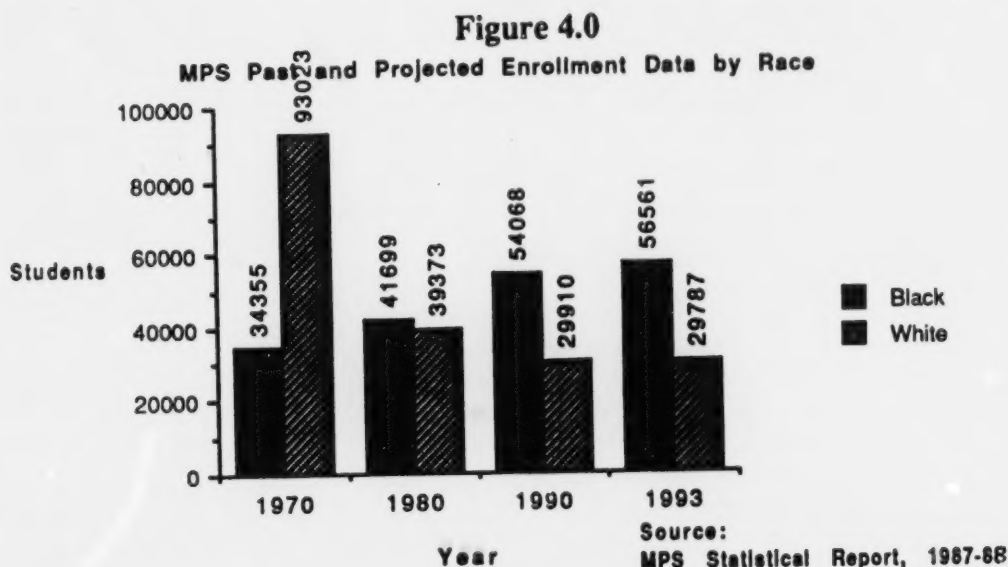
FIGURE 3.0

Percent of
Milwaukee Residents
By Race, 1980



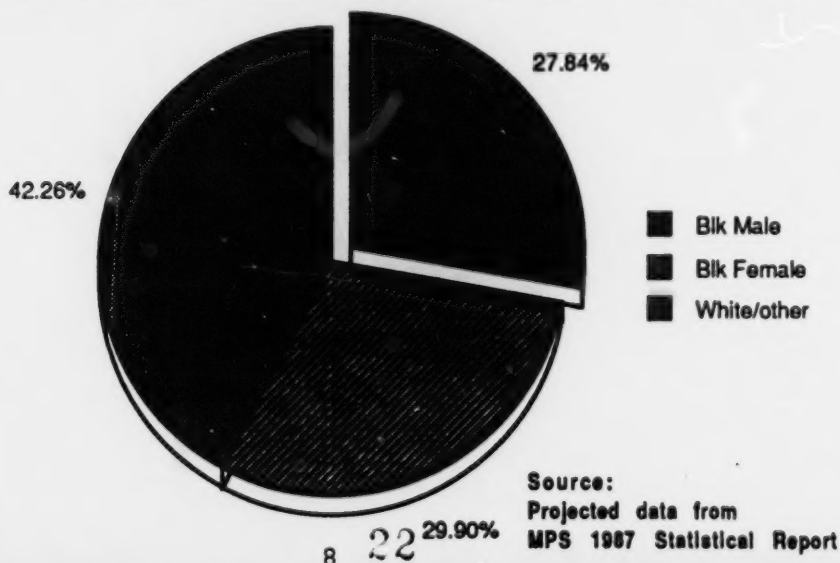
Source:
1980 Census Data

The past and projected enrollment data for MPS depicted in Figure 4.0 suggests the system has slowly changed from a predominantly white student population in 1970 to a system with more than half of the students identified as African American.



In 1970, one in four students in the Milwaukee Public Schools were minority; today more than half of the students are minority. As indicated in Figure 5.0, 57.7% of the students currently enrolled in MPS are African American.

Figure 5.0
Percentage of African American Students Enrolled in MPS, 1989-90



ACADEMIC OVERVIEW

Two main issues emerged in the investigation of the academic life of the African American males in the Milwaukee Public Schools. (1) In spite of some formidable social and economic barriers, the district continues to realize incremental gains in the schooling process. For example, statistics reviewed in the Milwaukee Urban League's 1988 report indicate gradual improvement in both reading and mathematics scores since 1976. (2) For the overwhelming majority of minority students in general, but for Black males in particular, issues intrinsic to the African American experience in the schooling process have not been adequately addressed.

Table 1 (page 10) delineates the 15 MPS high schools, percent of minority enrollment, and the results of the 1987-88 city-wide testing program for tenth graders. The numbers indicate the percent of students who scored at or above national averages in reading and mathematics.

TABLE 1
STANDARDIZED TEST RESULTS FOR GRADE 10
FALL 1987-88
DISAGGREGATED BY RACE/HIGH SCHOOL

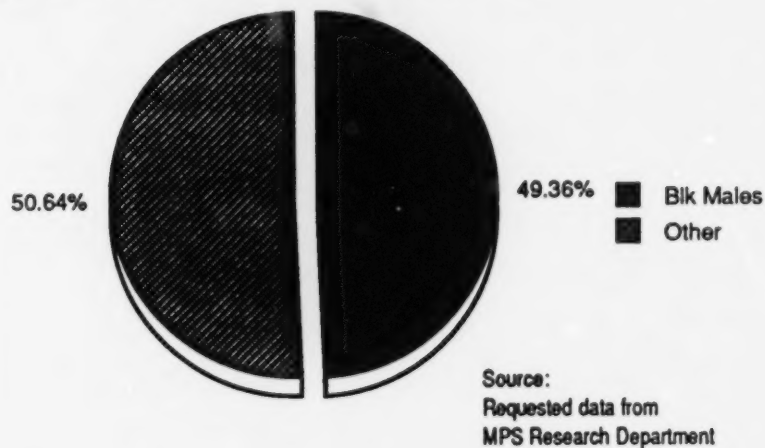
SCHOOL	TOTAL ENROLL.	PERCENT AFRICAN AMERICAN	READING		MATH	
			BLACK	WHITE	BLACK	WHITE
BAY VIEW	1851	40.9	19	52	22	52
CUSTER	1308	61.9	17	38	21	38
HAMILTON	1826	43.4	19	66	15	63
JUNEAU	910	56.2	20	49	12	57
KING	1191	52.9	68	92	58	95
MADISON	1821	59.5	18	61	18	64
MARSHALL	1320	64.1	17	66	14	60
MILW. H.S./ARTS	736	39.7	34	72	27	71
MILW.TECH	1907	38	45	80	58	77
NORTH DIVISION	1256	98.2	13	NA	14	NA
PULASKI	1884	34.2	9	38	6	42
RIVERSIDE	1648	48.4	43	81	43	72
SOUTH DIVISION	2045	24.4	13	35	12	40
VINCENT	1723	54	15	55	15	58
WASHINGTON	1608	64.3	25	55	17	47

THE TASK FORCE

Slightly more than one-fourth of the 93,000 students currently enrolled in the Milwaukee Public Schools are African American male students. However, as indicated in Figure 6.0, approximately one-half of the suspensions are Black males. Additional data (see Appendices) suggests that African American males, more than any other identifiable group, are least likely to finish high school and are more likely to be suspended or expelled.

FIGURE 6.0

Percentage of MPS Black Male Suspension, 1989-90



Cohen and Tyree's (1986) study suggests that educational attainment is the single most important factor contributing to intergenerational routes out of impoverished conditions. Simply stated, the best way to stop being poor is to get a good education. The initial examination of data generated by the Milwaukee Public Schools indicates that African American males are disproportionately underachieving in both reading and mathematics (Figures 7.0 and 7.1).

Figure 7.0

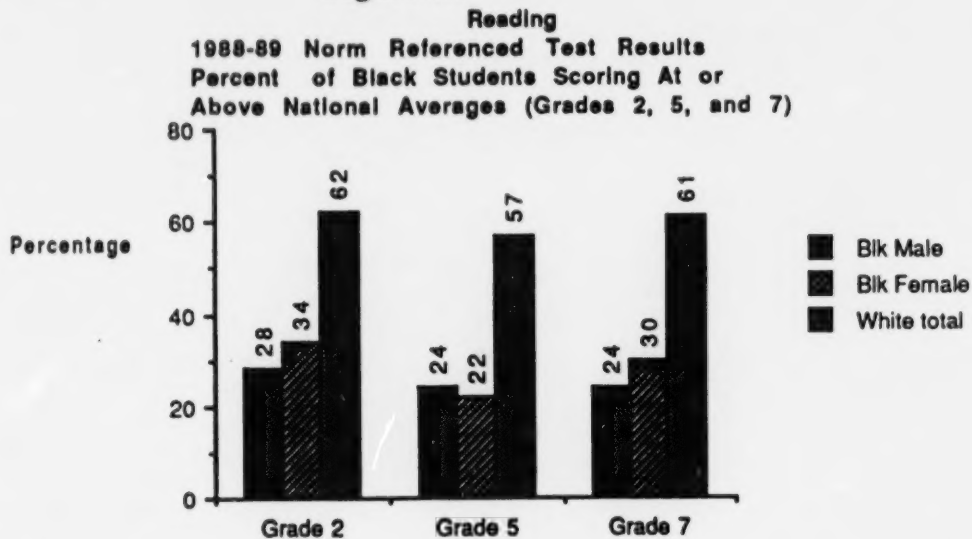
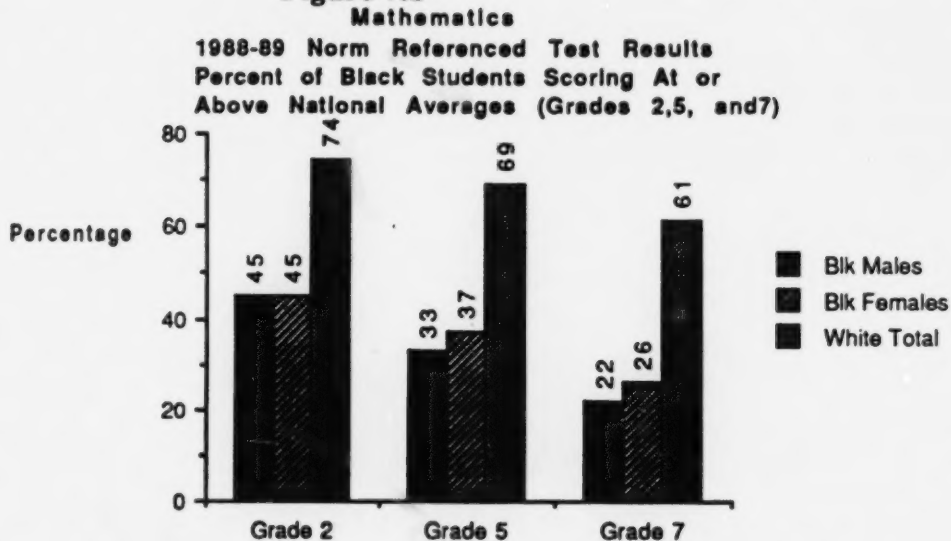


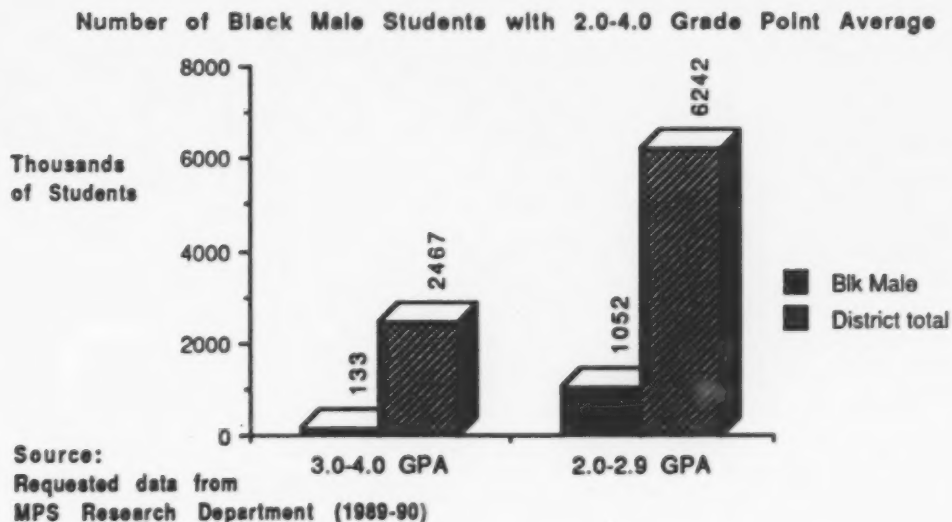
Figure 7.1



THE TASK FORCE

A popular (albeit unreliable) measure of academic achievement is the student's grade point average (GPA). This figure is usually derived by assigning a numerical value to each letter grade ("A" = 4.0 points, "B" = 3.0 points, "C" = 2.0 points, "D" = 1.0 point, and "F" = 0 points). A "GPA" is calculated by adding the total number of points and dividing the sum by the total number of grades. Usually a high GPA (i.e., all "A's" = 4.0 GPA) indicates a student is experiencing a great deal of academic success. Conversely, a lower GPA would imply a student is experiencing a degree of academic difficulty. It should be noted that the Task Force was mindful of the fact that the grade point average, at best, is only an indication of one's past achievement and not necessarily reflective of a student's ability or potential. Figure 8.0 indicates that 80% of the African American male students in the Milwaukee Public Schools in grades 9 to 12 are doing less than 2.0 or "C" work.

Figure 8.0



DISCUSSION

Additionally, the Task Force reviewed locally generated data (Pollard, 1989, Leake and Leake, 1990, and Sapp and Smith, In Progress) designed to examine the motivation of urban students. The three separately conducted research studies and concluded that both academically successful and academically unsuccessful African American urban students have high academic self-confidence. That is, they believe they have the ability to successfully function in their respective academic roles. The Task Force concluded that a significant number of educators who work with African American urban students make negative assumptions about the levels of academic commitment held by these students. It is often assumed that the students (especially those who are not experiencing scholastic success) lack academic self-confidence, do not value the rewards associated with academic success, and are from homes that do not reinforce the value of academic success. The Task Force believes that these negative assumptions are grossly inaccurate and as a result has generated a number of recommendations to address the disparity in achievement of African American students in general, but specifically to focus on the systematic failure of Black males.

As a result of its review of local data, the efforts of other public school systems and research on African American males and other related topics, the Task Force concluded that the plight of African American males in the schools was the result of a variety of forces, historical and contemporary, in the schools and outside of the schools. Addressing the needs of these youth, therefore, would call for a variety of approaches and bold, innovative initiatives. The major findings concluded by the members of the Task Force are as follows:

Historically, African Americans have viewed education as the major route to upward mobility and full participation in this society. As a result, the members of this group have persistently sought access to the highest quality of schooling for its youth. For the last forty years, African Americans have sought educational access through integration, believing that if their children were in the same classrooms as whites, they would receive the same education. Recent research and experience has proved this belief to be naive for two reasons. First, there is evidence that even when Black students attend the same schools and classes as whites, they often do not receive the same educational benefits and rewards as whites. Secondly, particularly in urban

THE TASK FORCE

areas like Milwaukee, integration has often meant long bus rides to sometimes hostile communities for Black students, two situations not likely to foster academic involvement for children or their families. Furthermore, as the numbers of African American and other children of color increase in city school systems, integration becomes increasingly difficult to accomplish. We have often misrepresented desegregation as integration, the movement of students and staff to provide a racial mix rather than educational transformation for quality education.

In order to address the educational performance of African American males, it is necessary not only to recognize the needs they bring to the school setting, but also to recognize and to change the structural and functional ways in which schools currently deal with them. This means that any recommendations to enhance the academic performance of African American males must include structural as well as functional changes in how schools operate. The Task Force concluded that action was necessary on a variety of fronts, including the structure, function and composition of schools, and the relationships between the schools, families, and the community.

It is clear that desegregation alone will not be sufficient. Rather, those serious about improving education must build a high quality, multicultural educational program.

STATEMENT OF GOALS

The findings concluded by the Task Force suggested a number of goals which should be met in order to enhance the academic and behavioral performance of African American males in the Milwaukee Public Schools. These goals are listed below:

PRIMARY GOAL

To improve the academic achievement levels of African American males in the Milwaukee Public Schools.

SECONDARY GOALS

1. *To increase the number of African American males who remain in the Milwaukee Public School system through high school graduation.*
2. *To insure that the academic achievement of African American male youth is at a level that will enable them upon graduation from high school to enter the work force or to attend college fully prepared to be successful and not in need of remediation.*
3. *To increase the numbers of African American males who possess the requisite skills to successfully earn a college degree.*

RECOMMENDATIONS OF THE TASK FORCE

The recommendations which emerged from the deliberations of this Task Force are aimed at meeting the goals listed in the previous section. These recommendations are offered in two stages. Phase One recommendations include changes in: 1. district policy; 2. staff development; and 3. structural variation. These recommendations should be implemented immediately, beginning with the 1990 - 1991 school year.

DISTRICT POLICY

RECOMMENDATIONS

- 1. The working policy of each school should embody the notion that all students possess the ability to learn the next thing beyond which they already know. For example, if a student has mastered the skills to multiply successfully one digit numbers, we should assume the student can master two or three digit multiplication, etc.**
- 2. Curricular policy changes are essential.**
 - a. The Task Force supports the efforts of the K-12 Curriculum Committee and recommends implementation of an Afro-centered curriculum in the Milwaukee Public Schools. An Afro-centered curriculum must be comprehensive, wholistic, thematic, and must have continuity. Such a curriculum must be multidisciplinary. It cannot be confined to social studies. The sciences and the humanities must be included. Indeed, all subjects taught should be revised. The curriculum should include multiethnic topics, including timelines by ethnic groups and topics by time by ethnic groups for academic levels K-12.**
 - b. Also, the Task Force recognizes the necessity for the Milwaukee Public Schools curriculum to emphasize language**

RECOMMENDATIONS: DISTRICT POLICY

development skills, with regard for language differences and diversity, and mathematical skills (ethnomathematics) with regard for the learning styles of African Americans.

- 3. The system should convene a committee to examine (and when necessary revise) district policies that may contribute to the disparity in achievement between African American males and other students. For example,**
 - If a student lacks confidence in his math abilities, he may exploit a procedure that permits him to select his own course. That is, when faced with a decision between Basic Math or Algebra, he should not be allowed to choose the former because it minimizes the potential for failure. Academic advisors may be needed at every school to monitor, recommend, and ultimately be held accountable for student course decisions.**
 - Promotion and retention decisions must be made only after careful analysis of what is best for the student. Research indicates support against holding students back a grade. Retained students are not better off than comparable others who were promoted. Instead of retention, schools must develop a plan of how to best meet the academic needs of the student population.**
 - To ensure that the academic achievement of African American students is at a level that will enable them to compete with other students, all middle school students should be offered a course in algebra during their eighth grade year. An emphasis on mathematics should increase opportunities for African American students to enter the workforce or college without need for remediation.**
- 4. A provision should be added to allow parents to enroll their children in an afternoon and/or summer enrichment program. Increasing the length of the**

RECOMMENDATIONS: DISTRICT POLICY

school day and the school year by providing students access to quality after school, summer, and Saturday programs prevents summer learning losses, provides alternatives to otherwise unsupervised and unproductive activities and helps to ensure increased African American male achievement. Specifically.

- **for those students who may need or want it, extend school days for academic and cultural enrichment to enable latch-key children to avoid otherwise unsupervised time while their families are at work.**
- **Create a year-round school calendar to help prevent summer learning loss, which research indicates accounts for 80% of the year-to-year difference in academic performance between the advantaged and disadvantaged youth.**

These should not conflict with the students' employment prospects and extracurricular activities.

5. **Develop a standard homework policy which should enhance both student and parent accountability. Since parents quite frequently do not know when a student has homework, they are unable to provide needed support. Parents and students could be held more accountable, if they "knew" (per the homework policy) that homework is assigned every "Tuesday, Wednesday, and Thursday".**

STAFF DEVELOPMENT

RECOMMENDATIONS

1. **Increase administrators, staff and teachers' abilities to work with diverse students. Regardless of their own background, school personnel should be prepared to work with children of diverse ethnic origins, cultural traditions, and languages. Teachers need training and assistance to accomplish these important tasks. It is important for teachers to**
 - **be advocates for change**
 - **hold the highest expectations for African American males**
 - **be knowledgeable about the culture and language of African American males**
 - **offer instruction that reflects and respects cultural differences**
 - **use effective strategies such as cooperative learning, peer tutoring, and mixed ability groups.**
2. **The staff of the school should understand the concept that students learn differently. Therefore, to maximize effectiveness, teachers must vary their mode of instruction. That is, instructional strategies should include:**
 - a. **teachers working mostly with individuals rather than groups (individualized instruction)**
 - b. **teachers working with groups of 4-5 students who are at the same level in a hierarchy of skills. Most of the information comes from the interaction of the teacher and the peers (cooperative learning)**
 - c. **instruction delivered to groups of students at the same instructional level (whole class instruction).**

Teachers should be recruited with the expressed understanding that a variety of teaching strategies is not only expected but required. Teacher evaluation procedures should reflect this requirement for diverse instructional strategies.

RECOMMENDATIONS: STAFF DEVELOPMENT

3. **Increase the number of African American teachers. Another major issue is the growing shortage of African American teachers due to factors ranging from growing opportunities in other fields to barriers imposed by narrowly defined standardized testing. However, more African American male teachers, especially in the lower grades, and more African American male social workers should be hired to work with young African American males. From pre-kindergarten through high school these male youths would have the opportunity to be exposed to positive role models who are like themselves. Identification with these and other male role models should improve their self-images.**
 - a. **Given the current shortage of African American male teachers, Milwaukee Public Schools should hire African American male teacher aides at elementary grade levels as a short-term intervention strategy. Funds and a program should be provided to assist teacher aides in becoming teachers.**
 - b. **The creation of a national merit scholarship program offering grants to African American college students who agree and are prepared to enter the teaching profession for at least three years after graduation; and**
 - c. **The forgiveness of student loans for African American students who show promise as teachers and who choose to enter the teaching profession;**
4. **Teachers and administrators should encourage more active involvement of parents in the education of their children through:**
 - **frequent phone calls**
 - **weekly progress reports**
 - **participation in learning activities by classroom volunteers**

RECOMMENDATIONS: STAFF DEVELOPMENT

- homework instruction sheets
- assistance in formulating plans for supplemental and enrichment activities.

The school system should develop an effective model for these activities to facilitate their implementation.

5. **All Milwaukee Public School employees, present and future, should be required to participate in an inservice course that focuses initially on African American history and culture, as well as contributions made by African Americans to this country and to the world, and then expands to discuss racism in America and its negative effects on all Americans. Such a course will allow school personnel to understand how they have internalized racism, even in its most subtle forms. The intent of this recommendation is to assist all school-wide personnel in developing appropriate and positive methods which would behaviorally change their interactions not only with African American males, but with all students.**
6. **To build on the potential staff development opportunities inherent in predominantly African American schools, the district should identify a school with a 90% or more African American student population and utilize the Professional Development Model currently used at Schenely High School in Pittsburgh, Pennsylvania.**

The Schenely High School Teacher Center (Pittsburgh, Pennsylvania) opened in September, 1983 after 18 months of planning. The program focuses on each individual teacher in each of the secondary schools as the target of change. Teachers in cohorts of 50 from the districts other 11 secondary schools visited the Center for eight weeks during which they participated in structured experiences to refine and expand their instructional skills, increase their sensitivity to adolescent development, update their professional content knowledge, renew themselves personally and professionally, and follow through on the experience at their home school.

A key factor in establishing the Center was the agreement with the teacher's union that a pool of tenured "replacement teachers" was created to handle the classes of the teachers who would attend

RECOMMENDATIONS: STAFF DEVELOPMENT

the Center full time for eight weeks. The plan called for 50 "visiting teachers" to attend Schenely for each of four cycles a year. In that way, the Center would accommodate all of the city's high school teachers over a four-year period. Specially trained "resident teachers" - exemplary teachers recruited from the city's school system - are assigned reduced teaching loads so they can work with the visiting teachers. Resident teachers plan and lead seminars for the visiting teachers, run clinics on effective teaching, observe the visitors teaching and are observed in turn.

The most prominent feature of this model is that it takes place in an existing school with a "regular" enrollment of students. When fully operationalized, a school of this nature would dramatically increase the number of certificated personnel working with a group of students.

The Center was designed to encourage the improvement of teaching as a profession through peer observation of instruction, attendance at seminars and workshops on adolescent development conducted by both Center resident teachers and outside experts. Further, sessions were offered around subject area content knowledge designed and conducted by the District's supervisory staff, and seminars were conducted on models of effective instruction by the district's staff development team.

STRUCTURAL VARIATIONS

RECOMMENDATIONS

1. **In all schools students should be required to enroll in a series of "Gender Socialization Courses (GSC)". Students would be expected to take some of the courses with peers of their own gender and some classes with students of the opposite gender. The focus of the GSC's is to help students establish their gender identity in "safe" environments. While similar topics may be explored in both gender socialization strands, the manner in which topics are internalized and processed would vary. A potential listing of topics may include:**
 - Sex role messages men or women receive
 - Transactional language to facilitate socialization
 - What it means to be a man or woman in today's society or appropriate notions of femininity or masculinity
 - Cultural messages for males and females
 - Rites of passage

2. **The Task Force recommends the establishment of African American Male Immersion Academies at the elementary, middle, and secondary levels with emphasis on addressing the needs of African American males. As with all schools in the MPS district, the African American Immersion Academies will be open to all students regardless of race, gender, national origin, etc. However, the emphasis will be on educating the African American male with an Afro-Centered Immersion Specialty Program where enrolled students will become knowledgeable about the cultures and languages of their own ethnicity and receive instruction that reflects and respects cultural differences. Schools designed for African American males are not unique. Some Black students may want the option of a African American male academy, similar to the option available to African American students in higher education. The historically Black colleges and universities have proven to be places where some Black students have opted and developed better self-concepts, higher academic achievements, and leadership skills. As a result, the district should develop African American Male Immersion Academies at the elementary, middle, and secondary levels to meet the needs of those who choose to attend. The idea of grouping African American males to**

RECOMMENDATIONS: STRUCTURAL VARIATIONS

Improve their educational achievement has been suggested and implemented by such entities as:

- **THE NATIONAL ASSOCIATION OF BLACK SCHOOL EDUCATORS;**
- **SPENCER HOLLAND, EDUCATIONAL PSYCHOLOGIST, DC SCHOOL SYSTEM;**
- **PINE VILLA ELEMENTARY SCHOOL, MIAMI, FLORIDA; AND**
- **EASTONER ELEMENTARY SCHOOL, CHARLOTTE, SOUTH CAROLINA**

We believe the time has come for Milwaukee to expand these efforts and create a positive, constructive, alternative system to educate some Black males. Furthermore, these schools should have dress codes that require uniforms to aid in the often competitive attitudes developed around dressing for school. Finally, these academies should be maintained for at least five years to assess their effectiveness.

EVALUATION

The Milwaukee Board of School Directors should establish mechanisms to evaluate the implementation of the aforementioned recommendations.

PHASE II: RECOMMENDATIONS

The Phase One recommendations for implementation in the Fall, 1990 represent only a fraction of the recommended actions of this Task Force. In Phase 2, we recommend concentrating on broad system-wide revisions we believe are necessary to improve the academic achievement levels of African American males.

The following is a brief preliminary summary of those recommendations we plan to more thoroughly develop for Phase 2 implementation for 1991-92. By no means are they all-inclusive; however, they are based upon deliberations, extensive review of the literature and current research, as well as what we know about the current educational performance of all students, and especially African American males in the Milwaukee Public Schools.

1. RESTRUCTURING SCHOOLS

- a. Restructuring our schools will be the key to improving the academic achievement of African American males in Milwaukee Public Schools. By restructuring we mean creating schools in which students are positively evaluated and rewarded. Furthermore, a restructured system decentralizes decisions and gives teachers and administrators more authority over ways to improve learning, and provides local decision makers with the flexibility and resources to carry out their decisions. Restructuring is necessary because the traditional "factory" model school is unresponsive to the cultural, language, and learning needs of African American students. Also, the present low status of teachers is driving persons of color from the profession, and restructuring would give school personnel the flexibility they presently need to incorporate successful learning strategies.
- b. The primary conceptual model used will be "Effective Schooling". The basic premise of the model will be that all students can learn. Other central components of the model will include emphasis on basic academic fundamental skills of reading, writing and computing; on the need for involvement of home and community resources in working with targeted African American male students; and components of mastery learning. Finally, attention will be given to students' personal growth and development of positive self-images through cultural awareness and students' involvement

PHASE II: RECOMMENDATIONS

and services to the community. See the Appendix for a more complete summary of Effective Schooling correlates.

2. DEVELOPMENT OF STRONG SELF-IMAGES/SELF-CONCEPTS AMONG AFRICAN AMERICAN MALE STUDENTS

- a. The focus of any program for African American male achievement must be to stress emphatically developing a proud sense of self-worth and a positive self-image resulting in high expectations, aspirations, and responsibilities. This will require: a positive environment of high expectations, appropriate levels of demands, structured multiple opportunities for success, positive reinforcements, and multiple, tangible, and intangible rewards.
- b. An active program on mentoring relationships between the youth in our schools and the numerous positive role models available in our community is essential.
- c. A specific focus on attacking drugs as a major debilitating force facing students is critically important as well. The efforts will be concentrated at all grade levels in the curricula, guidance program, student conduct codes and social value system areas to teach students why they should want to avoid drugs and to reach out with alternatives for promoting positive self-worth, pride, and achievement.
- d. A strong multi-ethnic curriculum with particular attention to African American elements that reinforce pride in African American identity and aid in self-worth is essential.
- e. Creation of structured opportunities for success in leadership roles, both academic and extracurricular, are necessary.

3. DEVELOP ALTERNATIVE DISCIPLINE PROGRAMS

The school system should develop effective and alternative disciplinary programs and practices instead of system-wide suspension and expulsion procedures. These may take the form of short-term crisis intervention

PHASE II: RECOMMENDATIONS

programs or in-school suspension models that have proven to be educationally and behaviorally successful in other school districts.

4. CURRICULUM REVISION

Since the true story of African Americans has been hidden, suppressed, and distorted for many years, the correction of that story requires a major effort. The story of Africa's people must be comprehensive, holistic, thematic, and must have continuity.

To achieve the above, any serious curriculum development effort must be multidisciplinary. The school system cannot confine its curriculum revision efforts to social studies. The sciences and the humanities must be included. All subjects taught are in need of revision. The reconstruction of the curriculum must be accomplished through the work of multidisciplinary teams of scholars.

5. FAMILY SUPPORT

- a. *Parents and guardians must be made aware of the importance of teaching their sons the value of an education. They should be taught how to support actively their male children's interests in obtaining further education. Economic opportunities have been so disproportionately dispersed throughout American society, many African American families do not have the resources or the experiences needed to navigate their children successfully through the present educational system. Other parents, especially young parents, often do not have parenting skills needed to raise healthy children. All parents need support to improve their ability to be effective partners in restructured schools.*
- b. *Help parents and caregivers understand their role in the education of their children. This includes efforts on their part to:*
 - Instill the highest educational expectations in children.*
 - Ensure that children get to schools on time and are supervised when they leave school.*
 - Set aside a time and place every night for homework.*
 - Take children to libraries, museums, and cultural events, which are often free.*

PHASE II: RECOMMENDATIONS

- Read to children and encourage them to read.
- Limit children's watching of television and encourage the viewing of shows such as Sesame Street, Reading Rainbow and 3-2-1 Contact.
- Attend school meetings and become more involved in school activities.
- Monitor students' progress through frequent meetings with teachers.
- Plan ahead for college.
- Enroll children in after-school, Saturday, and summer activities.

6. INCREASE THE ABILITY OF PARENTS AND CAREGIVERS TO SUPPORT THEIR CHILDREN'S EDUCATION BY TAKING STEPS TO:

- a. **TRAIN** parents to become an active political group who can assist educators in the school system in providing a superior education for their children. Parent Effectiveness Training should be developed and organized by Milwaukee Public Schools to facilitate that process.
- b. **STRENGTHEN** partnerships between school and home: teachers and parents should foster and nurture relationships and lines of communication which are collaborative rather than adversarial.
- c. **ENCOURAGE** parents to become active participants in the education of their children by:
 - Visiting the school frequently and assuring that their children are in school daily, that they are prepared to perform fully, and that they will abide by school rules and regulations.
- d. **SUPPORT** home-school partnerships in which families agree to take specific steps to encourage their children to study.
- e. **SUPPORT** community schools, open after school and

PHASE II: RECOMMENDATIONS

well into the evenings and on Saturdays, that will not only enrich the education of the children, but will offer adult education, language development, parenting, and other skill development training for parents.

7. COMMUNITY INVOLVEMENT

- a. **The African American community in Milwaukee must take responsibility for leading the educational efforts affecting children of color. No one else has more experience with what works; and no one else can be expected to share fully our priorities. Ultimately, the strongest leadership is the leadership of modeling or example. Our African American males must see in us an unshakable commitment to education, to our cultural and language heritages, and to our own community.**
- b. **The community is an educational unit. Its role should be proactive. One of its purposes should be the enhancement of students' self-esteem and academic preparation. Its challenge is the realization of its role, essence, and purpose in the enculturation of young people toward worthwhile, productive citizenry in a complex, dynamic, and multicultural society. There are enough groups, agencies, organizations, and companies to augment the services of schools. The restructuring of schools in concert with community involvement should be a major focus of our community.**

8. INCREASE SUPPORT FROM WITHIN THE COMMUNITY FOR OUR SCHOOL RESTRUCTURING

This community support will take many forms but it must include efforts to:

- a. **Provide after school, Saturday, and summer activities for African American males that provide cultural as well as academic reinforcement and enrichment;**
- b. **Provide mentoring opportunities for African American males through churches, social clubs, and other community organizations;**

PHASE II: RECOMMENDATIONS

- c. *Support efforts to restructure schools through pressure on local officials to make changes, through participation on school councils, and through support of enrichment programs that may result from restructuring schools; and*
- d. *Support apprenticeship efforts by making jobs available in African American and white owned businesses.*

9. RESOURCE ALLOCATION

Adequate resources must be allocated to support the implementation of this proposal. These resources include, but are not limited to, financial resources. They must include the improved recruitment and training of teachers, access to multicultural materials, as well as human resources available in our community to provide mentors and advocates.

EVALUATION

The Milwaukee Board of School Directors should establish mechanisms to evaluate the implementation of the aforementioned recommendations.

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APPENDIX - I

A full list of Effective Schooling correlates as they have evolved generally includes:

INSTRUCTIONAL LEADERSHIP FROM THE PRINCIPAL

- **High Expectations by Administrators, Teachers, and Students for Student Achievement, and by Administrators and Teachers for Teacher Capability Relating to Affecting Student Mastery;**
- **Clear School Mission and Goals;**
- **Planning, to improve and Achieve, with Carefully Drawn Individual School Improvement Plans;**
- **Effective Instruction with Appropriate Instructional Procedures and an Academic Focus;**
- **Evaluation of Progress Toward All Goals and Objectives, with Appropriate Modification, Rewards, and Praise;**
- **School Learning Climate with:**
 - . **Positive Commitment to Student Achievement by All;**
 - . **Appropriate Standards of Behavior;**
 - . **Purposeful, Safe, and Orderly Environment;**
 - . **Well-kept, Well-Maintained Physical Plant Conducive to Learning;**
 - . **Full Involvement of Home and Community in the Instructional Process Including, but Not Limited to, Mission-Setting, Evaluation, and Participation in the Educational Process and Activities.**

APPENDIX - II

AFRICAN AMERICAN MALE TASK FORCE Proposed Time Line

- January, 1990 -** Initial meeting of Task Force. The Superintendent orients the Task Force relative to its charge. Director Mallory elaborated on her Board resolution which empaneled the formation of the Task Force.
- January -
February, 1990** African American Male Task Force developing the organization of models to facilitate the achievement of the charge. Dissemination of findings from various local and national reports and narratives of present program in Milwaukee Public Schools.
- March, 1990** Formulation of Action Plans - Parameters for subcommittees to achieve desired outcomes; Mission statement for subcommittee topics: Goals for each programmatic recommendation from the subcommittees: Achieving goals; and the goals will be achieved when we.
- April, 1990** Phase I - presentation of proposal to Board of School Directors for implementation in Fall, 1990.
- May-June, 1990** Scheduling of city-wide Public Forums (two to three).
- September, 1990** Implementation of proposals as articulated by the African American Male Task Force
- October, 1990** Task Force continues to explore and examine programs with the intent to work toward more comprehensive systemic recommendations.

November - Formulation of action plans for presentation
December, 1990 to Board of School Directors for January, 1991.

January, 1991 Phase II final report and recommendations
to Board

APPENDIX III

BUDGETS

<u>210 Students</u>			<u>395 Students</u>		
	# of Students	# of Staff		# of Students	# of Staff
K-4	25	.5		25	.5
K5 AD	25	1		50	2
1	25	1		50	2
2	27	1		54	2
3	27	1		54	2
4	27	1		54	2
5	27	1		54	2
6	27	1		54	2
Total:	<u>210</u>	<u>7.5</u>		<u>395</u>	<u>14.5</u>
	RRT	.5			1
	ART	.3			.4
	MUSIC	.3			.4
	PHYSICAL ED	.3			.4
	PROGRAM				
	IMPLEMENTOR	1			1
	PRINCIPAL	1			1
		<u>3.4</u>			<u>4.2</u>
	SCHOOL AIDES	3 (90 hours)			3 (90 hours)
	SECY/OFFICE				
	ASST.	1/.5			1/.5
	ENGINEERS	1			1
		<u>5.5</u>			<u>5.5</u>

STAFFING

Staffing projections are based on current policy and application of formulas related to the staffing of City-Wide Elementary Schools. Exceptions to the formulas or staffing must be part of the program design. Please note that Grade Six is not typically part of the Grade Profile for City-Wide Elementary Schools.

PHYSICAL PLANT

I am projecting that a eight (8) classroom building will be needed for a student enrollment of 210, and a 16 classroom building for an enrollment of 395 students. In addition there should be space for:

- Computer Lab
- RRT
- Program Implementation
- Music/Art
- Supportive Services
- Rooms Related to Unique Focus of School
- Math, Language Art, Guidance

I will be happy to work with Mr. Holt on any aspect of designing/profiling a elementary school for his task force.

AJ:rn

**AFRO-AMERICAN MALE MIDDLE SCHOOL****210 STUDENTS**

<u>Position</u>	<u># of Staff</u>
Audio Visual	0.2
Bookstore/Finance	0.2
Student Council	0.2
Regular Teachers	10.1
Guidance	0.5
Reading Resource Tchr.	1.0
Reading-Intervention	1.0
Librarian	1.0
Learning Coordinator	<u>1.0</u>
Total	15.2 = 15.0

Principal	1.0
Assistant Principal	0
School Aides	2 (35/hr) = 70 hrs.
Secretaries	2.0
Engineer	1.0

Eight (8) homebases with 26 students/class.

395 STUDENTS

<u>Position</u>	<u># of Staff</u>
Audio Visual	0.2
Bookstore/Finance	0.2
Student Council	0.2
Regular Teachers	19.4
Guidance	1.0
Reading Resource Tchr.	1.0
Reading-Intervention	1.0
Librarian	1.0
Learning Coordinator	<u>1.0</u>
Total	25.0

Principal	1.0
Assistant Principal	1.0
School Aides	4 (35/hr) = 140 hrs.
Secretaries	4.0
Engineer	1.0

Sixteen (16) homebases with 25 students/class.

Additional Needs

- Computer Lab
- Supportive Services
- Mentor Program
- Guidance/Change Curriculum
- Partnership Program
- Quest Program: Skills for Adolescence

Attachments

AFRICAN AMERICAN MALE HIGH SCHOOL

500 STUDENTS

<u>POSITION</u>	<u># OF STAFF</u>
Chorus	1.0
Music	1.0
Guidance Counselor	2.0
Vocational Counselor	1.0
Reading Teacher	1.0
Librarian	1.0
Human Relations	1.0
Social Worker	2.0
Psychologist	2.0
Regular Teachers	28.0
Total	40.0
Principal	1.0
Assistant Principal	1.0
School Aides	4.0
Secretaries	4.0
Engineer	1.0

25 to 1 Student/Teacher Ratio

Teachers will have six classes plus one student consultation hour.

STAFF DEVELOPMENT BUDGET

PRE-SERVICE TRAINING

	<u>TOTALS</u>
5,000 staff members; \$92.00/day for 3 days	1,380,000
Staff Development for 5,000 staff members during the year for seven (7) days	6,440,000

LENGTHENING THE SCHOOL DAY

High school staff	44 person at \$23.00/hour for 2 1/2 hours	485,760
Middle school staff	29 person at \$23.00/hour for 2 1/2 hours	320,000
Elementary school staff	25 persons at \$23.00/hour for 2 1/2 hours	276,000
Saturday Enrichment	eight (8) staff members at \$23.00/hour for 4 hours each 40 Saturdays during the school year	<u>29,440</u>
		8,931,200

CONSULTANTS (3) for 10 days at 350/day	<u>10,500</u>
--	---------------

TOTAL 8,941,700

African-American Male Task Force
Preliminary Cost Estimates for School Sites

	<u>Elementary</u>		<u>Middle</u>		<u>High</u>
Student Population	<u>210</u>	<u>395</u>	<u>210</u>	<u>395</u>	<u>500</u>
<u>Staff</u>					
* Regular teachers	\$345,000	\$667,000	\$462,000	\$888,000	\$1,282,000
Extra teachers	110,000	147,000	462,000	462,000	549,000
Principal	78,500	78,500	79,700	79,700	87,000
Secretaries	34,000	34,000	85,500	85,500	80,400
Engineer/Staff	<u>77,200</u>	<u>77,200</u>	<u>77,200</u>	<u>77,200</u>	<u>77,200</u>
TOTAL	\$644,700	\$1,003,700	\$1,166,400	\$1,592,400	\$2,075,600

Building

Rent	\$800,000 (40,000 sq.ft. x 20)	\$1,200,000 (60,000 sq.ft. x 20)	\$2,000,000 (100,000 sq. ft.)	\$2,800,000 (140,000 sq. ft.)	\$4,000,000 (200,000 sq. ft.)
Buy/Remodel (St. Albert)	\$1,200 000	\$2,000,000	\$5,000,000		\$8,000,000 (Madonna)
Utilities	30,000		\$50,000		\$ 75,000
Furniture & Equipment	<u>\$ 150,000</u>	<u>\$ 175,000</u>	<u>\$500,000</u>	<u>\$600,000</u>	<u>\$ 800,000</u>

**GRAND
TOTAL**

Rent	<u>\$1,624,700</u>	<u>\$2,408,700</u>	<u>\$3,716,400</u>	<u>\$5,042,400</u>	<u>\$ 6,950,600</u>
Buy	<u>\$2,024,700</u>	<u>\$3,208,700</u>	<u>\$6,716,400</u>	<u>\$7,242,400</u>	<u>\$10,950,600</u>

5-8-90

* NOTE: THESE SALARIES DO NOT REPRESENT ADDITIONAL COST SINCE THEY ARE
 ALREADY INCLUDED IN 1990-91 BUDGET

APPENDIX IV
 MPS--AFRICAN AMERICAN MALE TASK FORCE ANALYSIS
 Analysis For Black Male Students
 Report ID:Sassx136

System-wide Analysis By Grade Level	1) Number Of Students	2) Athletic Involvement	3) Students Suspended	3) Number Of Suspensions	4) Cumulative GPA: 2.0 To 2.9	4) Cumulative GPA: 3.0 To 4.0	5) Students Expelled	5) Number Of Expulsions	6) Students Retained
Grade Level:									
Head Start	251	0	0	0	0	0	0	0	58
Kindergarten (3Yr)	58	0	0	0	0	0	0	0	2
Kindergarten (4Yr)	660	0	1	1	0	0	0	0	8
Kindergarten (5Yr)	2,199	0	3	4	0	0	0	0	125
Pre Kindergarten	405	0	0	0	0	0	0	0	238
1st Grade	2,669	0	54	78	0	0	0	0	551
2nd Grade	2,211	1	63	83	0	0	0	0	179
3rd Grade	2,144	0	108	184	0	0	0	0	133
4th Grade	2,254	1	109	158	0	0	0	0	141
5th Grade	1,957	1	151	249	0	0	1	1	70
6th Grade	1,819	0	531	1,719	0	0	0	0	116
7th Grade	1,738	0	706	2,243	0	0	4	4	159
8th Grade	1,502	0	489	1,413	0	0	1	1	77
9th Grade	1,991	376	490	1,088	313	56	3	3	408
10th Grade	1,670	541	457	953	242	37	6	6	339
11th Grade	1,219	444	286	575	240	21	3	3	213
12th Grade	838	402	116	198	253	21	2	2	51
13th Grade	1	0	1	1	0	0	0	0	0
System-wide Total	25,586	1,766	3,565	8,947	1,048	135	20	20	2,868

APPENDIX V

MPS--AFRICAN AMERICAN MALE TASK FORCE ANALYSIS
 Analysis For All MPS Students
 Report ID: Sassx138

System-wide Analysis By Grade Level	1) Number Of Students	2) Athletic Involvement	3) Students Suspended	3) Number Of Suspensions	4) Cumulative GPA: 2.0 To 2.9	4) Cumulative GPA: 3.0 To 4.0	5) Students Expelled	5) Number Of Expulsions	6) Students Retained
Grade Level:									
Head Start	850	0	0	0	0	0	0	0	127
Kindergarten (3Yr)	198	0	0	0	0	0	0	0	3
Kindergarten (4Yr)	3,013	1	1	1	0	0	0	0	24
Kindergarten (5Yr)	7,984	0	7	11	0	0	0	0	289
Pre Kindergarten	998	0	0	0	0	0	0	0	568
1st Grade	8,991	0	81	119	0	0	0	0	1,342
2nd Grade	7,899	1	99	135	0	0	0	0	473
3rd Grade	7,528	0	154	255	0	0	0	0	328
4th Grade	7,835	1	184	237	0	0	0	0	374
5th Grade	7,004	1	237	378	0	0	1	1	232
6th Grade	8,290	0	1,018	2,820	0	0	0	0	250
7th Grade	8,029	0	1,443	3,917	0	0	5	5	388
8th Grade	5,802	1	1,088	2,880	0	0	1	1	199
9th Grade	7,238	1,148	1,019	1,992	1,588	735	9	9	1,209
10th Grade	8,420	1,844	963	1,798	1,570	840	14	14	1,020
11th Grade	5,253	1,834	595	1,050	1,535	542	5	5	810
12th Grade	3,902	1,822	247	378	1,547	550	3	3	154
13th Grade	7	3	1	1	2	0	0	0	0
System-wide Total	92,837	8,454	7,113	19,750	8,242	2,487	38	38	7,588



STUDENT NON-DISCRIMINATION POLICY

Milwaukee Public Schools recognizes that we must be unbiased in our dedication to the development of our children in all phases of the education process and in the pursuit of diversity, equity and excellence.

It is the policy of the Milwaukee Public Schools that no person may be denied admission to any public school in this district or be denied participation, the benefits of, or be discriminated against in any curricular, extra-curricular, pupil service, recreational, or other program or activity because of the person's sex, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability or handicap as required by S.118.13 of the Wisconsin Statutes.

This policy includes, but is not limited to the following: standards and rules of behavior, including student harassment, disciplinary measures, suspensions, expulsions, acceptance of gifts, scholarships, aid, benefits, services to students, instructional, library, media materials, selection, testing, evaluating and counseling students, facilities, opportunities for participation in athletic programs or activities and food-sponsored services/programs.

This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin), and Section 504 of the Rehabilitation Act of 1973.

The district encourages informal resolution of complaints under this policy. If informal resolution is not achieved, a formal complaint resolution procedure is available to address allegations of violations of the policy in the Milwaukee Public Schools.

Any questions concerning these policies should be directed to:

Sandra F. Thomas
Affirmative Action Officer
Milwaukee Public Schools
5225 W. Vliet Street
P. O. Drawer 10K
Milwaukee, WI 53201
(414) 475-8500





AFFIRMATIVE ACTION POLICY

Milwaukee Public Schools recognizes that affirmative action in an educational system does more than merely provide equality in employment opportunities. Employing teachers, administrators, secretaries, laborers and others who reflect the multi-racial and ethnic community we serve, will model the pluralistic society in which our youth live today. It also provides cultural richness for our youth and will prepare them for the world of tomorrow.

MPS is committed to Affirmative Action and has an enduring obligation to hire and develop individuals who represent our diverse community--not only because it is legally required and morally right, but because it is simply good educational and business sense. MPS recognizes that without the promotion of equal employment, a vast majority of ethnic and racial groups with talents keyed to our future development may remain an untapped resource.

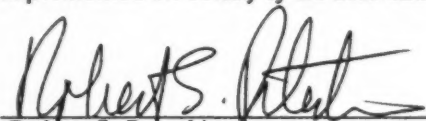
The Milwaukee Public School District is committed to non-discrimination and to the support and promotion of equal employment opportunities for all individuals, regardless of race, color, ancestry, religion, sex, national origin, handicap, age, creed, sexual preference, marital status, or status as a disabled or Vietnam veteran.

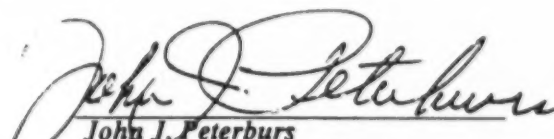
The Milwaukee Public School District recognizes that it must be unbiased in its mandate and dedication to the development of children, staff and other support personnel by implementing an effective program of Equal Opportunity and Affirmative Action. In adherence to these principles, Milwaukee Public Schools has sought to develop a results-oriented program which impacts on all aspects of the employment process including recruitment, selection, promotion, evaluation, training, termination, compensation, and a harassment-free work environment.

MPS understands that the foundation of the district is built on diversity of thoughts, cultures and people. It is recognized that we must recruit, hire and retain a broad cross-section of individuals who reflect the community we serve. Diversity in thought and staff must be woven into every fiber of our system.

This policy is in accordance with not only the full legal intent of federal, state and city civil rights legislation and policies, but its spirit as well. It is recognized that equal opportunity and an effective affirmative action program must remain one of our foremost goals if we are to ensure the strengthening and growth of our school system, the community and the nation.

An Equal Opportunity Policy under a results-oriented Affirmative Action Program will be implemented on behalf of all individuals.


Robert S. Peterkin
Superintendent of Schools


John J. Peterburs
Secretary-Business Manager